

**THE EFFECT OF USING SELF-MONITORING APPROACH TO
READING AND THINKING (SMART) STRATEGY TOWARD
READING COMPREHENSION IN NARRATIVE TEXT
OF THE SECOND YEAR STUDENTS
AT SMAN 1 KAMPAR UTARA
KAMPAR REGENCY**



BY

**DESI RUSMANITA
NIM. 10814001657**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE EFFECT OF USING SELF-MONITORING APPROACH TO
READING AND THINKING (SMART) STRATEGY TOWARD
READING COMPREHENSION IN NARRATIVE TEXT
OF THE SECOND YEAR STUDENTS
AT SMAN 1 KAMPAR UTARA
KAMPAR REGENCY**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

**DESIS RUSMANITA
NIM. 10814001657**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

ABSTRAK

Desis Rusmanita (2012): **“Pengaruh Strategi Pendekatan Memonitoring Diri Sendiri untuk Membaca dan Berfikir terhadap Pemahaman Membaca Teks Narrative pada Siswa Kelas Dua di SMA Negeri 1 Kampar Utara Kabupaten Kampar.”**

Permasalahan yang dialami oleh siswa SMAN 1 Kampar Utara Kabupaten Kampar dalam memahami bacaan sangat membutuhkan jalan keluar yang tepat. Dalam hal ini, guru sangat diharapkan untuk menemukan sebuah strategi yang bagus untuk meningkatkan kemampuan siswa tersebut dalam membaca yaitu dengan mengaplikasikan strategi pendekatan memonitoring diri sendiri untuk membaca dan berfikir sebagai pengganti strategi yang digunakan sebelumnya.

Penelitian ini dilaksanakan untuk mengetahui apakah ada pengaruh yang signifikan penggunaan strategi pendekatan memonitoring diri sendiri untuk membaca dan berfikir terhadap pemahaman membaca teks narrative pada siswa kelas dua di SMA Negeri 1 Kampar Utara Kabupaten Kampar.

Peneliti mengangkat rumusan masalah yang akan di jawab dengan menggunakan penelitian kuantitatif. Jenisnya adalah kuasi eksperimen yang menggunakan rancangan kelompok-kontrol nonekuivalen. Rancangan ini berdasarkan pada pra-tes, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian ini. Untuk menganalisis data, peneliti menggunakan *Independent t-test Formula*.

Hasil analisis data adalah 4.35. Hasil ini dibandingkan dengan *t-table* pada level signifikansi 5% (2.00) dan pada level signifikansi 1% (2.65). ($t_{\text{observasi}}$) t_o lebih besar dari pada *t-table*. hypothesis nol (H_0) ditolak dan hypothesis alternatif (H_a) diterima yang menunjukkan $2.00 < 4.35 > 2.65$. Dengan kata lain, ada pengaruh yang signifikan pada penggunaan strategi pendekatan memonitoring diri sendiri untuk membaca dan berfikir terhadap pemahaman membaca teks narrative pada siswa kelas dua di SMA Negeri 1 Kampar Utara Kabupaten Kampar.

Kesimpulannya, menggunakan strategy monitoring diri sendiri untuk membaca dan berfikir terhadap pemahaman membaca teks naratif pada siswa kelas dua di SMAN 1 Kampar Utara Kabupaten Kampar lebih baik dari three phase tehnik.

ABSTRACT

Desis Rusmanita (2012): **“The Effect of Using Self Monitoring Approach to Reading and Thinking (SMART) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency.”**

Problems experienced by students at SMAN 1 Kampar Utara Kampar Regency in reading comprehension really needed solution. In this case, the teacher was expected to find a good strategy to improve the students' ability in reading comprehension by applying self-monitoring approach to reading and thinking (SMART) strategy as a replacement of previous strategy.

The purpose to know whether there is a significant effect of using self-monitoring approach to reading and thinking (SMART) strategy toward reading comprehension of the second year students at SMAN 1 Kampar Utara Kampar Regency.

That was quasi-experimental research by using non-equivalent control group design. The design based on pretest, posttest, and the use of a control group was employed in this research. The population of this research was the second year students at SMAN 1 Kampar Utara in 2012/2013 academic years, and the samples for the research were class XI IPS 2 as a control class and XI IPS 1 as an experimental class. To analyze the data, the researcher used *independent t-test formula* and k_p .

The result of analyzing the data was 4.35. it was compared to *t-table* at significant level 5% (2.00) and at significant level 1% (2.65). ($t_{\text{observation}}$) t_o was higher than *t-table*. Null hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted which showed $2.00 < 4.35 > 2.65$. In other word, there was significant difference and significance effect of using self-monitoring approach to reading and thinking (SMART) strategy toward reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara Kampar regency.

In conclusion, the using of Self-Monitoring Approach to Reading and thinking (SMART) Strategy in reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara Kampar Regency was better than using three phase technique.

ملخص

د سيس روسميت (2012) : تأثير الإستراتيجية رصد النهج نفسك لقراءة و تفكير على الفهم القراءة نص السردى طلاب الفصل الثانى فى المدرسة العالية البلد 1 كمفار اوتار منطقة كمفار.

المشاكل التى يواجهها الطلاب فى المدرسة العالية البلد 1 كمفار اوتار منطقة كمفار فى القراءة والفهم فى أمس الحاجة إلى الحل الصحيح. فى هذه الحالة، من المتوقع أن المعلم لإيجاد استراتيجية جيدة لتحسين مهارات الطلاب فى القراءة وخاصة عن طريق تطبيق استراتيجية الرصد الذاتى لنهج القراءة والتفكير بدلا من الاستراتيجيات المستخدمة سابقا. وقد أجريت هذه الدراسة لتحديد ما إذا كان هناك تأثير كبير لاستخدام نهج استراتيجيات نص السردى لقراءة والتفكير فى القراءة والفهم النص السردى على طالبة فى المدرسة العالية البلد 1 كمفار اوتار منطقة كمفار.

أثار الباحثون صياغة المشكلة التى سوف يتم الرد باستخدام البحث الكمي. النوع تصميم شبه تجريبية التى تستخدم الضابطة غير مكافئ . يركز فى تصميمه على ما قبل الاختبار، اختبار آخر والتحكم فى استخدام الأفعال الطبقة فى هذه الدراسة. لتحليل البيانات والباحثين تستخدم *Independent t-test Formula*.

وكان نتائج تحليل البيانات 35 4. وتمت مقارنة هذه النتائج مع الجدول t_{tabel} عند مستوى الدلالة 5% (2.00) ومستوى الدلالة 1% (2.65). t_o ($t_{\text{observasi}}$) إلى أكبر من الجدول t_{tabel} . يمكن أن نخلص إلى أن يتم رفض H_o hypothesis و $hypothesis$ alternatif (H_a) مقبول الذى يشير إلى $2:00 < 4:35 < 2.65$. وبعبارة أخرى، هناك تأثير كبير على استخدام نهج استراتيجيات الرصد السردى لقراءة والتفكير فى القراءة والفهم النص السردى على طالبة فى المدرسة العالية البلد 1 كمفار اوتار منطقة كمفار.

ACKNOWLEDGMENT



In the Name of Allah the Most Gracious and the Most merciful

Praise is to Allah the lord of universe. Regard and pray to our prophet Muhammad peace upon him. The paper is submitted to fulfill a partial requirement of getting undergraduate degree at English Education Department of State Islamic University Sultan Syarif Kasim of Riau.

The title of this thesis is The Effect of Using Self-Monitoring Approach to Reading and Thinking (SMART) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency. In writing this paper, the writer gets many valuable helps, suggests, supports and advices from many people. Therefore the writer wishes to express thanks for all that had helped him in finishing this paper. They are:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim (UIN SUSKA) Riau, for an opportunity that had given to study in this University.
2. Dr. Hj. Helmiati, M. Ag the dean of Tarbiyah Faculty and staff, for their help and valuable service for English students in writing a thesis.
3. Dr. Hj. Zulhidah, M. Pd, the person of English Education Department, and my beloved supervisor who has given the writer correction, advise, motivation, and guidance in finishing the thesis.

4. Dedy Wahyudi, M. Pd, the Secretary of English Education Department who has given correction and guidance in completing this thesis.
5. All lecturers who have given the writer their knowledge and information through the meeting in the class or personally.
6. The Headmaster of SMAN 1Kampar Utara Kampar Regency Drs. H. Muhammad Nasir. Y, the English teacher Zulfahmi, S.Pd, and all staffs that really help the writer finishing this research.
7. My beloved parents, Rustam and Mariatun who have given meaningful and useful pray, advices, supports, both material and spiritual, give me everything what I need. You always make me be stronger in this life. Thanks a lot of your love. I always love you forever and hereafter.
8. My beloved sisters; Erlianis, Indrayani, and Leni Marlina and my beloved brothers; Harizon, Hasrial, Hendri and Fitrah , thanks for your love and support.
9. For all my Families, thanks for all.
10. My beloved Friends: Mardiyanti Aida Putri, Dian Pariska, Suryanti, syafria DM, Mardiana, Nurida Fatmi Wati, Joni Muliadi, Zuriyanti, Mira, Azura, Fatma Dewi Citra, Junaidah, Resti Kurniasih Eko Risti, Febrina, Kasianti, Hardiansah, and who have given the writer support to accomplish this thesis.
11. My classmates PBI D then all of my classmates PBI in academic year 2008. I love you all very much.

12. For all people who have given the writer the great support in conducting and finishing this thesis, which cannot be written one by one.

Finally, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amien....

Pekanbaru, January, 08 2013

The writer

DESI RUSMANITA

10814001657

THE LIST OF CONTENT

SUPERVISOR APPROVAL.....	i
EXAMINER APROVAL.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT	vi
LIST OF THE CONTENT	ix
LIST OF TABLE	xii
LIST OF APPENDICES	xiv
CHAPTER I: INTRODUCTION	
A. The Background of the Problem.....	1
B. The Definition of the Term	4
C. The Problem.....	5
1. The Identification of the Problem.....	5
2. The Limitation of the Problem.....	5
3. Formulation of the Problem.....	5
D. The Objectives and the Significance of the Research..	6
1. The Objectives of the Research.....	6
2. The Significance of the Research.....	7
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Theoretical Framework.....	8
1. Reading Comprehension	8
2. The Factors Influence Comprehension	10
3. Comprehending Narrative text	10
4. The Strategies for Teaching Reading Comprehension.....	12
5. Teaching Reading Comprehension	13
6. The Concept of Self-Monitoring Approach to Reading and Thinking (SMART) Strategy	15
B. Relevant Research.....	18
C. Operational Concept	19

D. Assumption and Hypothesis	21
1. Assumption.....	21
2. Hypothesis	21

CHAPTER III: RESEARCH METHOD

A. Research Design	22
B. The Location and Time of the Research	23
C. The Subject and the Object of the Research	23
D. The Population and the Sample of the Research	23
E. The Technique of Collecting Data	24
1. The Validity, and Reliability of the Test.....	25
2. Homogeneity of the Test.....	32
F. Technique of Data Analysis	33

CHAPTER IV: DATA PERSENTATION AND ANALYSIS

A. The Description of the Data.....	34
B. The Data Presentation	34
C. The Data Analysis	42
1. Students' Reading Comprehension of Narrative Text Taught by Using Three Phase Technique	42
2. Students Reading Comprehension of Narrative Text Taught by Using Self- Monitoring Approach to Reading and Thinking (SMART) Strategy	46
3. The Difference of Students' Reading Comprehension of Narrative Text Taught by Using Three Phase Technique and Using self- Monitoring Approach to Reading and Thinking (SMART) Strategy	50

4. The Significant Effect of Using Self-Monitoring Approach to Reading and Thinking (SMART) Strategy in Reading Comprehension of Narrative Text	51
--	----

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	53
B. Suggestion	54

BIBLIOGRAPHY

APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

In senior high school level, one of the most important elements to be acquired in teaching and learning English is reading. According to Hasibuan¹, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as to read news paper and manual, so that they are pursued to master all aspects of English skill. Brown² states that, there are four skills that the students master them at the end of their learning process, they are listening, writing, speaking, and reading.

Reading is one of the important language skills that should be mastered by the students. According to Hasibuan³, reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehend the reading text but also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of Senior High School level are strongly expected to know the approach of reading skill to comprehend the reading text well.

¹ Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 2

² H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prantice Hall, Inc, 1994), p. 29

³ Ibid, p. 114

SMAN 1 Kampar Utara is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. According to syllabus 2012/2013, the basic competences that should be achieved by students at the second year of senior high school is responding the meaning and the rhetorical steps in the form of Narrative, Spoof and Hortatory Exposition of an essay which is used in various written language accurately, fluently accepted in daily life context and the knowledge. So, one of the genres that should be learned by students is the narrative text.⁴

Based on the preliminary study done by the writer at SMAN 1 Kampar Utara, the teacher of English at SMAN 1 Kampar Utara used three-phrase technique (obtained from teacher's Lesson Plan) the first step, the teacher gave warming up to the students' prior knowledge about the topic. The students have been taught reading through the types of genre available in students' textbook. The second step, the students are asked to read text carefully and to find out difficult words. At the last step they are asked to answer question individually based on text and to set the generic structure of the text in pairs. At the end of the class, the students get feedback toward reading from teacher. In fact some of the students still could not answer the questions correctly. The students still got many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by the teacher. Furthermore, some of the students cannot reach the minimum standard of score (62) in doing the reading assessment.

⁴Zulfahmi, S.Pd. Syllabus of SMAN 1 Kampar Utara 2012-2013. (Kampar Utara : Unpublished, 2012) .

The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students are not able to find main idea in reading narrative text
2. Some of the students are difficult to find the detail information in reading narrative text
3. Some of the students are no able to infer what the events happen in reading narrative text
4. Some of the students get difficulties to predict the synonym or antonym from new vocabulary in narrative text

Based on the phenomena above, it is clear to say that in reading activity the technique which is used by the teacher still cannot help the students to comprehend the reading material. There are various reading techniques and strategies that can be used in order to assist the students to gain the comprehension level as the goal of reading activity. One of the strategies that can be used in reading activity is smart strategy.

SMART, an acronym for Self-Monitoring Approach to Reading and Thinking. According to Vaughan and Estes as cited on Roberta L. Sejnost, SMART, the Self-Monitoring Approach to Reading and Thinking fosters students' ability to concentrate on how their reading is progressing.⁵ It requires that students, as they read, determine what they actually understand and what they do not understand and then presents them with some fix-up

⁵ Roberto L. Sejnost. *Tools for Teaching in the Block*. (California: SAGE. 2009). p. 119

strategies to help them persist through the reading until they are able to make full sense of what they have read. So, this strategy is used to monitor their reading comprehension in reading text.

On the other hand, smart strategy is one of the good strategies to improve students' reading comprehension. Therefore, the writer is interested in conducting a research entitled "The Effect of Using Self-Monitoring Approach to Reading and Thinking (SMART) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency".

B. The Definition of the Term

1. Self-Monitoring Approach to Reading and Thinking (SMART)

Self-Monitoring Approach to Reading and Thinking (SMART) is a metacognitive technique that helps students think about how their reading is going and what strategies they may need to use.⁶

Self-Monitoring Approach to Reading and Thinking meant in this research is a strategy used by writer to know the effect of students' ability in reading comprehension in narrative text of the second year at SMAN 1 Kampar Utara.

2. Reading Comprehension

Rand Corporation in Tarkensley says that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁷

⁶ Miriam P. Trehearne and Roz Doctorow, *Loc.Cit.*

Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea for the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader is constructing the text.

In this study, reading comprehension is the capability of the second year students of SMAN 1 Kampar Utara in understanding or comprehending the reading text.

C. The Problem

1. The Identification of the Problem

Based on the writer's preliminary observation at SMAN 1 Kampar Utara Kampar Regency on March 24th 2011, the writer found some problems faced by the students. They refer to reading ability, reading fluency and reading comprehension.

2. The Limitation of the Problem

Based on the identification of the problem above, it is clear that there are some problems involved, but the writer wants to limit the problems discussed in this study only for students' reading comprehension in narrative text. Reading comprehension in narrative text involves inability to identify main idea, pronominal references, generic structure, infer meaning of unknown and make inferences.

⁷ Karen Tankersley. *Literacy Strategies for Grade 4-12: Reinforcing the Threads of Reading*. (Alexandria: Association for Supervision and Curriculum Department, 2005) p. 142

3. Formulation of the Problem

The problems of this research would be formulated in the following research questions:

- a. How is the students' reading comprehension taught by using three phase technique?
- b. How is the students' reading comprehension taught by using Self-Monitoring Approach to Reading and Thinking (SMART) strategy?
- c. Is there any significant difference of reading comprehension between students taught by using three phase technique and the class taught by using Self-Monitoring Approach to Reading and Thinking (SMART) strategy?
- d. Is there any significant effect of using Self-Monitoring Approach to Reading and Thinking (SMART) strategy of reading comprehension?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the information about the students' reading comprehension in narrative text taught by using three phase technique of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency.
- b. To find out the information about the students' reading comprehension in narrative text taught by using Self-Monitoring Approach to Reading and Thinking (SMART) strategy of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency.

- c. To find out the information about the difference between students' reading comprehension in narrative text taught by using three phase technique and using Self-Monitoring Approach to Reading and Thinking (SMART) strategy of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency.
- d. To find out the information about the effect of using Self-Monitoring Approach to Reading and Thinking (SMART) strategy toward students' reading comprehension in narrative text of the Second Year Students at SMAN 1 Kampar Utara Kampar Regency.

2. The Significance of the Research

- a. To give information about the students' reading comprehension in narrative text after being taught by using Self-Monitoring Approach to Reading and Thinking (SMART) strategy.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers Training Faculty of State Islamic University Riau
- c. To enlarge the writer's knowledge about the research especially for the writer's insight scientifically in the topic of Self-Monitoring Approach to Reading and Thinking (SMART) strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

There are four important skills that should be taught by the teacher. They are listening, speaking, reading and writing.⁸ Reading is one of four skills that is very important to be mastered by the students. Reading is an activity that enriches the students' knowledge. It helps students know how to use English well.

Reading is basic life skill. It is a cornerstone for a child's success in school and indeed throughout life. Without having the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.

According to Hasibuan⁹, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Besides that Nunan¹⁰, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. According to Nuttal¹¹, reading is understood interpret meaning sense.

⁸ H. Douglas, Brown, *Op.Cit.*, p. 217.

⁹ Kalayo Hasibuan and Muhammad Fauzan, *Op.Cit.*, P. 114-115.

¹⁰ David, Nunan. *Practical English Language Teaching*. (New York: Mc Graw Hill, 2003), p. 68.

¹¹ Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: McGraw Hill Book Company, 1982), p. 2

According to Moreillon¹², reading is making meaning from print and from visual information. In addition Caroline T. Linse¹³, reading is set of skills that involve making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Moreover, Grellet¹⁴ there are main ways in reading as follows:

1. Skimming

Skimming is reading quickly over a text to get the gist of idea.

2. Scanning

Scanning is reading quickly thorough a text to find a particular piece of information

3. Extensive Reading

Extensive reading is a reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skills, and strategies to

¹² Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 69

¹³ Caroline T. Linse. *Practical English Language Teaching : Young Learners*. (New York: McGraw-Hill companies, Inc, 2005), p. 69

¹⁴ Grellet, Françoise. *Developing Reading Skill* (Cambridge: Cambridge University Press , 1986), p. 4

determine what the text is. It means, the readers try to recognize the words they meet in print and find the meaning of the written text. So, the reading brings a maximum of understanding to the author's message.

2. The Factors Influence Comprehension

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.¹⁵ They are eight factors that may influence the comprehension. They are as follows:¹⁶

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability)
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

3. Comprehending Narrative text

Narrative text is one kind of text in English that serves to expand the child's experiences through humor, adventure, biography and description. According to Jose Angela landau in endah wahyuni¹⁷,

¹⁵ Peter Westwood. *What Teacher Needs to Know about Reading and Writing Difficulties*. (Canada: ACER Press, 2008), p. 33

¹⁶ Ibid

¹⁷ Endah Wahyuni. *Improving the Ability of the Second Year Students of SMA Muhammadiyah Tembilahan in Comprehending Narrative Text through Brainstorming Technique*. (Pekanbaru: Unpublished, 2010), p. 10

narrative is a semiotic representation of a series of events connected in a temporal and causal way. Films, plays, comic strips, novels, newsreels, chronicles and treaties of geological history are all narratives in this widest sense. The basic purpose of narrative is to entertain, to gain, and to hold a readers' interest. However, narratives can also be written to teach or inform, to change attitudes/social opinions. Narrative sequences people/character in time and place but differs from recounts that through the sequencing, the story sets up one or more problems, which must eventually find a way to be resolved.

There are many types of narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth and legends, historical narratives, ballads, slice of life, personal experience and so on. The features of narratives text are: characters with defined personalities/identities, dialogue often included – tense may change to future, descriptive language to create images in the reader's mind and enhance the story, and usually uses sequence to tell a story.

There are three features of narrative text. They are: social function, generic structure, and lexicogrammatical features.

a. Social function

Social function of narrative text means the function of narrative for the readers in their social life. The social function narrative text is to amuse or entertain the readers with actual or imaginary experience ways.

b. Generic structure of narrative text

The generic structure of narrative text as follows:

- 1) Orientation is a set of the scene, where and when the story happened, introduces the participants of the story: who and what is involved in the story.
- 2) Complication is an initiating event; the event that start the main character of on a series of event to solve the problem.
- 3) Resolution is a series of events in which the main character attempts to solve the problems. Excitement builds the climax, the high point in the story where the problems are solved.
- 4) Re-orientation is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

c. Lexicogrammatical features

Lexicogrammatical is called genre-grammar connection which studies the wording. Wording is characterized such that they are able to explain meaning. They also add that lexicogrammatical is needed to help the students to know how texts work, learn to understand and produce the text.

4. The Strategies for Teaching Reading Comprehension

According to Hasibuan, these strategies that can help the students read more quickly and effectively includes¹⁸:

¹⁸Hasibuan, Kalayo and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p. 120

- 1) Previewing. Reviewing titles, section heading and photo caption to get a sense of the structure and content of reading selection.
- 2) Predicting. Using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension, using knowledge about the text type and purpose to make prediction about discourse structure.
- 3) Skimming and Scanning. Using a quick survey of the text to get the main idea, identify text structure, confirm or question prediction.
- 4) Guessing from context. Using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead of stopping to look them up.
- 5) Paraphrasing. Stopping at the end of section to check comprehension by restating ideas in the text.

5. Teaching Reading Comprehension.

In teaching reading, there are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer there are six principles of teaching reading. They are as follows:¹⁹

- a. Reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.

¹⁹ Jeremy harmer. *How to Teach English*. (Edinburgh: Longman, 2001), p. 70

- b. Students need to be engaged with what they reading: the students who do not engaged with the text will not have any interest to the text. So, they need to be engaged with the material they read.
- c. Students should be encouraged to respond to the content of a reading text, not just the language: it is important to let the students to respond the meaning of the message of the reading text.
- d. Prediction is the major factor in reading: the prediction may help the students to comprehend the text about.
- e. Match the task to the topic: the teacher should be choose the reading task which is suitable with the reading topic.
- f. Good teacher exploit reading text to the full: good teacher integrate the reading text into interesting class sequences.

According to Penny there are three principles in teaching reading as follows; exploit the reader's background knowledge, build a strong vocabulary base, and Teach for comprehension. In addition Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.²⁰ The important point is that comprehending text is related to the goal, it means that the teacher must teach it. Therefore, teaching reading comprehension includes as follows;

- a. Indentify meaning
- b. Built Vocabulary
- c. Understand about the text.

²⁰ Grabe, William. *Reading in Second Language; Moving from Theory to Practice*. (Cambridge: Cambridge University Press [Electronic Book]), 2009. p. 15

Besides Hughes explains that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences.²¹

In this study, the writer will use principle from Hughes. Therefore, it will be foundation and indicators of variable x because it is more completely than the others.

6. The Concept of Self-Monitoring Approach to Reading and Thinking (SMART) Strategy

Self-monitoring approach to reading and thinking (smart) strategy was developed by Vaughn and Estes (1986) and further described by Irvin (1998). Self-Monitoring Approach to Reading and Thinking is a strategy to help students discover what they do not understand in the text. Miriam P. Trehearne and Roz Doctorow said that Self-Monitoring Approach to Reading and Thinking is a metacognitive technique that helps students thinks about how their reading is going and what strategies they may need to use. It is about students' talking to themselves as readers²². While, Roberta L. Sejnost says that self-monitoring approach to reading and thinking (smart), fosters students' ability to concentrate on how their reading is progressing²³. It requires that students, as they read, determine what they actually understand and what they do not understand and then presents them with some fix-up strategies to help them persist through the

²¹ Hughes, Arthur. *Testing for Language Teacher*; 2nd Edition. (Cambridge; Cambridge University, 2003), p. 139.

²² Miriam P. Trehearne and Roz Doctorow, *Loc.Cit.*

²³ Roberto L. Sejnost, *Loc.Cit.*

reading until they are able to make full sense of what they have read. Fix-up strategy is used when students cannot readily understand what they are reading, hearing, or viewing.

Effective readers constantly check to see if what they are reading makes sense to them. Students who monitor their comprehension know when their reading does and does not make sense. These students also have self-correct to ensure that they understand the text. Conversely, many less proficient readers are often unaware of when and where their comprehension has been broken down.

Learning to monitor comprehension also allows students to read more independently and to be aware of what they do and do not understand. It helps students to read more efficiently and be more proactive when they have question or have trouble comprehending of what they are reading.

7. The Procedure of the Self-Monitoring Approach to Reading and thinking (SMART) Strategy

There are some procedures by using the self-monitoring approach to reading and thinking (smart) strategy as suggested by Roberto L. Sejnost:

- a. The teacher gives students a chunk of text to read
- b. The teacher asks the students lightly mark a checklist (✓) in pencil next to each paragraph that text clearly understand and to mark a question mark (?) next to any paragraph that contains material that they do not understand.

- c. The teacher asks the students when students reach the end of the chunk of material to retell in their own words, what they have read.
- d. The teacher gives the instruction to the students to concentrate on the paragraph they have marked with a question mark (?) and engage in any of the following fix-up strategies:
 - a. The teacher asks the students to reread the difficult paragraph in an effort to make sense of it.
 - b. The teacher asks the students to isolate the problem
 - c. The teacher asks the students to look up the vocabulary word in the glossary or dictionary.
 - d. The teacher asks the students to look over other parts of the chapter such as the introduction, summary, chapter questions, pictures, or other graphics.
 - e. The teacher asks the students to try to focus on exactly what they do not understand or what confuses them.
 - f. The teacher helps the students to understand the text.

8. The Advantages of Self-Monitoring Approach to Reading and Thinking strategy

The advantages of self-monitoring approach to reading and thinking (smart) Strategy are²⁴ :

- a. Text coding while reading is a powerful strategy that helps students retain their thinking and create a personal understanding of an author's message.

²⁴ Doug Buehl. *Classroom Strategies for Interactive Learning*. (Hawaii: International Reading Association, 2009), p. 182

- b. Students come to realize that comprehension is the result of the interplay between an author's words and a reader's thinking.
- c. Students become accustomed to listening to their inner dialogue about a text as they read.
- d. Students are provided with a system to verbalize their problem solving thorough difficult text, and are encouraged to attempt fix-up strategies rather than give up or accept partial comprehension of a passage.
- e. Students become involved in summarizing the material in their own words, thus helping them to remember as well as understand.

While, Vaughan and Estes said the advantages of self-monitoring approach to reading and thinking are:²⁵

- a. Students are provided with a system that helps them actively monitor their reading success.
- b. Students learn to verbalize what they do and do not understand in a reading.
- c. Students are encouraged not to be satisfied until an entire reading makes sense, and they are given specific steps to try to clear up trouble spots.
- d. Students become involved in putting the material into their own words thus helping them to remember as well as understand it.

²⁵ Reading and Reasoning beyond the Primary Grades (Retrieved on March 24, 2012)
http://www.projectcriss.com/pdf_files/3_W95_BUEHLREADING.PDF

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself²⁶. Besides, we have to analyze what the point was focused on, informed, the designs, finding and conclusion of the previous research, that of:

- 1) Research from Susilawati (2010) entitled "Using the Self-Monitoring.

Approach to Reading and Thinking (SMART) Strategy to Improve the Reading Comprehension Ability of the Second Semester Students of Unismuh Palu".²⁷ She tried to find out the students' reading comprehension in narrative text. She took two classes based on technique cluster random sampling. She used two data instruments; they were observation and test. From the research, she found that there was successful in improving the students' reading comprehension ability of the students in comprehending English texts.

- 2) A research from Sriwastuti (2005)

In her research, she focused on the effect of collaborative strategic reading toward the second year students' reading comprehension achievement at SLTP Negeri 20 Pekanbaru. She found that the mean score of the experimental group which was taught by using collaborative strategic reading was 82.75 while the mean score of control group which

²⁶ Syafi'i. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. (Pekanbaru: LBS, 2007), P. 122

²⁷ Susilawati. *Using the Self-Monitoring Approach to Reading and Thinking (SMART) Strategy to Improve the Reading Comprehension Ability of the Second Semester Students of Unismuh Palu*. (Malang: 2010)

was taught by using traditional reading classroom was 75.75. that means there was any significant difference between using collaborative strategic reading for reading comparison achievement and using traditional reading classroom method for reading comprehension achievement. Furthermore, t-test in this research was 3.5 and t-table was 2.00.

C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research:

They are:

1. Variable X is Self-Monitoring Approach to Reading and Thinking

According to Roberto L. Sejnost²⁸ the step of Self-Monitoring Approach to Reading and Thinking can be seen as the follows:

- a. The teacher gives students a chunk of text to read
- b. The teacher asks the students lightly mark a checklist (✓) in pencil next to each paragraph that text clearly understand and to mark a question mark (?) next to any paragraph that contains material that they do not understand.
- c. The teacher asks the students when students reach the end of the chunk of material to retell in their own words, what they have read.

²⁸ Ibid. p. 119-120

- d. The teacher gives the instruction to the students to concentrate on the paragraph they have marked with a question mark (?) and engage in any of the following fix-up strategies:
 - 1) The teacher asks the students to reread the difficult paragraph in an effort to make sense of it.
 - 2) The teacher asks the students to isolate the problem
 - 3) The teacher asks the students to look up the vocabulary word in the glossary or dictionary.
 - 4) The teacher asks the students to look over other parts of the chapter such as the introduction, summary, chapter questions, pictures, or other graphics.
 - 5) The teacher asks the students to try to focus on exactly what they do not understand or what confuses them.
 - 6) The teacher helps the students to understand the text.

2. Variable Y is reading comprehension in narrative text

To find out the students' ability in reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara, the writer determines some indicators for reading comprehension in narrative text as the in following:

- a. Students are able to identify main idea in narrative text
- b. Students are able to identify pronominal references in narrative text
- c. Students are able to identify generic structure of narrative text
- d. Students are able to infer meaning of an unknown narrative text
- e. Students are able to make inferences.

D. The Assumption and hypothesis

1. The Assumption

In general, the assumption for this research can be exposed as in the following:

- a. Students' reading comprehension is various.
- b. Self-monitoring Approach to Reading and Thinking (SMART) strategy can improve students' reading comprehension in learning English.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

H₀ : There is no significant effect of using Self-Monitoring Approach to Reading and Thinking (SMART) strategy toward reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara Kampar regency.

H_a : There is significant effect of using Self-Monitoring Approach to Reading and Thinking (SMART) strategy toward reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara Kampar regency.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The method used in this research was experimental research. According to Jhon, W. Cresswell, “experimental is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”²⁹. The design of this research was quasi experimental design. Intended to find out the effect of using self-monitoring approach to reading and thinking (smart) strategy toward reading comprehension in narative text. Furthermore, Gay and Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.³⁰

In this research, the writer involved two groups as samples, namely experimental group and control group. The experimental group means the students who are given the treatment by using self-monitoring approach to reading and thinking strategy, while the control group is a group of students who are not given self-monitoring approach to reading and thinking strategy. Before performing the treatment, the writer administered pre-test for both classes, and at the end of the treatment, the writer administered post-test for both sample group. The research design is described as follows:³¹

²⁹ Jhon W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Nebreska: University of Nebraska, 2008), P.299

³⁰ L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice-Hall Inc, 2000), p.367

³¹ Donald Ary, et al. *Introduction to Research in Education: Third Edition*. (New York: Holt, Rineheart and Winston), p. 283

Table III.1
The Research Design

<i>Group</i> <i>Posttest</i>	<i>Pretest</i>	<i>Independent Variable</i>
<i>E</i> <i>Y₂</i>	<i>Y₁</i>	<i>X</i>
<i>C</i> <i>Y₂</i>	<i>Y₁</i>	-

E : Experimental group

C : Control group

Y₁ : Pre-test

X : Treatment

Y₂ : Post-test

B. The Location and Time of the Research

The location of this research was the State Senior High School 1 kampar Utara which is located at Kampar Utara Kampar regency. The research was conducted from 06 August to 11 September 2012.

C. The Subject and the Object of the Research

Based on the title of the research, the subject of this research was the second year students at SMAN 1 Kampar Utara Kampar Regency. Then, the object of the research was students' reading comprehension in narrative text.

D. The Population and The Sample of the Research

The population of this research was the second year students at SMAN 1 Kampar Utara in 2012/2013 academic years. There were 5 classes which consisted of 2 classes of natural science and 3 classes of social science. The

total number of the second year students of SMAN 1 Kampar Utara was 162 students. The specification of the population can be seen on the table below:

Table III.2
The Total Population of the Second Year
Students at SMAN 1 KAMPAR UTARA 2012-2013

No.	Class	Total	Complement
1.	XI IPA I	33	
2.	XI IPA II	34	
3.	XI IPS I	32	Sample (as a experimental class)
4.	XI IPS II	32	Sample (as control class)
5.	XI IPS III	31	

The technique used in taking the sample was cluster random sampling. Having the sample, the writer used lottery by passing out small roiled paper marked by the sequence name of the class. Then after passing out the paper, the samples for the research were class XI IPS 2 as a control class and XI IPS 1 as an experimental class.

E. The Technique of Collecting Data

The test was used to determine the students' reading comprehension. The type of the test was multiple choice tests. A multiple choice item requires the students to select a correct answer out of a number of options³². The test was given to the experimental class and the control class in order to find out the effect of using Self-Monitoring Approach to Reading and Thinking (SMART) strategy toward reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara Kampar Regency.

³² Elana Shohamy. *A Practical Handbook in Language Testing for the Second Language Teacher*. (Israel: Tel-Aviv University. 1985), p. 38

After the students did the test, the writer then took the total score from the result of the reading comprehension test. The classification of the students' score is shown below:³³

Table III.3
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

1. The Validity, and Reliability of the Test

a. Validity

Before the tests were given to the sample of this research, both of the tests were tried out to 22 students of the second year in the natural science major. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measure accurately what it is intended to measure³⁴. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:³⁵

$$P = \frac{B}{JS}$$

Were:

- P = Difficulty level
- B = The number of correct answer
- JS = The number of students

³³ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara: 2009), p. 245

³⁴ Arthur Hughes., *Op.Cit.*, p. 26

³⁵ Suharsimi Arikunto., *Op.Cit.*, p. 209

The difficulty level of an item shows how easy or difficult particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate.

The standard level of difficulty used is $< 0,30$ and $> 0,70$. It means that an item is accepted if the level of difficulty is between 0,30-0,70 and it is rejected if the level of difficulty is less than 0,30 (the item is too difficult) and over than 0,70 (the item is too easy). The proportion of correct is represented by “p”, whereas the proportion of in correct is represented by “q”. The calculation of item difficulty can be seen from the following table:

Table III.4
The Students Identify Pronominal References of the text

Variable	Identifying pronominal references of the text					N
Item no	1	6	11	16	21	22
Correct	13	14	12	10	9	
P	0,59	0,63	0,54	0,45	0,40	
Q	0,41	0,37	0,44	0,55	0,60	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.4 above shows the portion of correct answer. For item number 1 shows the proportion of correct 0.59, item number 6 shows the proportion of correct 0.63, item number 11 shows the proportion of correct 0.54, item number 116 shows the proportion of correct 0.45, item number 21 shows the proportion of correct 0.40. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is

pointed out that item difficulties in average of each items number for finding meaning of the text are accepted.

Table III.5
The Students Identify Main Idea of the Text

Variable	Identifying main idea of the text					N
Item no	2	7	12	17	22	22
Correct	12	15	12	12	12	
P	0,54	0,68	0,54	0,54	0,54	
Q	0,46	0,32	0,46	0,46	0,46	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.5 above shows the portion of correct answer. For item number 2 shows the proportion of correct 0.54, item number 7 shows the proportion of correct 0.68, item number 12 shows the proportion of correct 0.54, item number 17 shows the proportion of correct 0.54, item number 22 shows the proportion of correct 0.54. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item difficulties in average of each item for finding the main idea are accepted

Table III.6
The Students Identify Generic Structure of the Text

Variable	Identifying generic structure of the text					N
Item no	3	8	13	18	23	22
Correct	13	10	12	9	11	
P	0,59	0,45	0,54	0,40	0,50	
Q	0,51	0,55	0,46	0,60	0,50	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.6 above shows the portion of correct answer. For item number 3 shows the proportion of correct 0.59, item number 8 shows the proportion of correct 0.45, item number 13 shows the proportion of correct 0.54, item number 18 shows the proportion of correct 0.40, item number

23 shows the proportion of correct 0.50. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item difficulties in average of each item for identifying the meaning of word are accepted.

Table III.7
The Students are Able to Infer Meaning of an Unknown of the Text

Variable	infer meaning of an unknown of the text					N
Item no	4	9	14	19	24	22
Correct	15	10	10	13	12	
P	0,68	0,45	0,45	0,59	0,54	
Q	0,32	0,55	0,55	0,41	0,46	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.7 above shows the portion of correct answer. For item number 4 shows the proportion of correct 0.68, item number 9 shows the proportion of correct 0.45, item number 14 shows the proportion of correct 0.45, item number 19 shows the proportion of correct 0.59, item number 24 shows the proportion of correct 0.54. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item difficulties in average of each item for identifying reference of word are accepted.

Table III.8
The Students Make Inferences

Variable	Making inferences					N
Item no	5	10	15	20	25	22
Correct	14	15	10	11	13	
P	0,63	0,68	0,45	0,50	0,59	
Q	0,37	0,32	0,55	0,50	0,41	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.7 above shows the portion of correct answer. For item number 5 shows the proportion of correct 0.63, item number 10 shows the proportion of correct 0.68, item number 15 shows the proportion of correct 0.45, item number 20 shows the proportion of correct 0.50, item number 25 shows the proportion of correct 0.59. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item difficulties in average of each item for concluding the topic are accepted.

To find validity the test writer used correlation product moment with the formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

r_{xy} = correlation product moment x dan y

$\sum xy$ = total x dan y

$\sum X^2$ = X quadrant

$\sum Y^2$ = Y quadrant

$$r_{xy} = \frac{3.86}{\sqrt{(5.68)(4.29)}}$$

$$r_{xy} = \frac{3.86}{\sqrt{24.3672}}$$

$$r_{xy} = \frac{3.86}{4.936} = 0.782$$

If the validity test in 0.782 it means that the validity is Good According to Suharsimi Arikunto the range of validity are³⁶.

³⁶ Suharsimi Arikunto, Op.Cit., P. 75.

Table III.9

NO	Classification	Score
1	Excellent	0.800-1.00
2	Good	0.600-0.800
3	Fair	0.400-0.600
4	Poor	0.200-0.400
5	Very Poor	0.00-0.200

From the result of validity above, it can be concluded that the reading test is valid because is in the level of “good”.

b. Reliability

Reliability is a necessary characteristic of good test. Shohamy says that reliability refers to the extent to which the test is consistent in its score and it gives us an indication of how accurate the test score are.³⁷ Arikunto states that it is possible for the test is reliable but it is not valid, whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the researcher used HOYT formula as follows³⁸

Step 1 (Quadrant Respondent)

$$Jk(r) = \frac{\sum x_t^2}{K} - \frac{(\sum x_t)^2}{K \times N}$$

$$Jk(r) = \frac{4072}{25} - \frac{298^2}{25 \times 22}$$

$$Jk(r) = 162.88 - 161.46$$

$$Jk(r) = 1.42$$

Step 2 (Quadrant item)

$$Jk(r) = \frac{\sum x_B^2}{N} - \frac{(\sum x_t)^2}{K \times N}$$

³⁷ Elana Shohamy. *A Practical Handbook in Language Testing for the Second Language Teacher*. (Israel: Tel-Aviv University. 1985), p. 70

³⁸ Suharsimi Arikunto, *Op.Cit.*, P. 103

$$Jk(r) = \frac{3655}{22} - \frac{298^2}{25 \times 22}$$

$$Jk(r) = 166.136 - 161.46$$

$$Jk(r) = 4.676$$

Step 3 (Total Quadrant)

$$Jk(t) = \frac{(\sum B)(\sum s)}{(\sum B) + (\sum s)}$$

$$Jk(t) = \frac{(298)(251)}{(298) + (251)}$$

$$Jk(t) = \frac{74798}{549}$$

$$Jk(t) = 136.244$$

Step 4 (Residue Ruadrant)

$$\begin{aligned} Jk(s) &= Jk(t) - Jk(r) - Jk(i) \\ &= 136.244 - 1.42 - 4.676 \\ &= 130.148 \end{aligned}$$

Step 4

Table III.10

NO	Varians source	Total quadrat	d.b	Varians
1	Respondent	1.42	21 (22-1)	$\frac{1.42}{21} = 0.067$
2	Item	4.676	24 (25-1)	$\frac{4.676}{24} = 0.194$
3	Residual	130.15	504 (549-21-24)	$\frac{130.15}{504} = 0.262$
4	Total	136.244	549 (25x22-1)	

$$\text{-d.b total} : K \times N - 1 : 25 \times 22 - 1 = 549$$

$$\text{-d.b Responden} : N-1 : 22-1 = 21$$

$$\text{-d.b item} : K-1 : 25-1 = 24$$

$$\text{-d.b residual} : \text{d.b total} - \text{d.b responden} - \text{d.b item}$$

$$: 549 - 21 - 24$$

$$: 504$$

Step 5

$$\begin{aligned} r_{11} &= 1 - \frac{Vs}{Vr} \\ &= 1 - \frac{0,067}{0,262} = 1 - 0.255 + 0.194 \\ &= 0.939 \end{aligned}$$

2. Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes was obtained by manually. The Mean and Standard deviation of both classes can be seen as follow:

Table III.9
The Mean and Standard Deviation of Pre-test in
Experimental and Control Class

	Mean	Standard Deviation
Pre-test of Experiment	53.625	4.94
Pre-test of control	54.375	5.04

Then, the writer input the square value of standard deviation (SD^2) into the formula as follows:³⁹

$$\begin{aligned} Fo &= \frac{Sb^2}{Su^2} \\ Fo &= \frac{4.94^2}{5.04^2} = \frac{24.4036}{25.4016} = 0.96 \end{aligned}$$

Based on the statistical above, it can be seen that F obtained is 0.96. Then, determining homogeneity of the test, $F_o < F_t$. F table is

³⁹ Mubarok. 2009. "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan at Taqwa Pekanbaru". Pekanbaru: Unpublished, p.38

compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$F = (N1-1), (N2-1)$$

$$F = (32-1), (32-1) = (31), (31)$$

It means that $N1 = 31$ and $N2 = 31$. Therefore, to look the F table, the writer looks the value of $N1$ and $N2$ at F table. $N1$ value is in the vertical column and $N2$ value is in horizontal column. The value of $N1 = 31$ and $N2 = 31$ is 1.82 at the level of significance 0.05 and the value of $N1 = 31$ and $N2 = 31$ is 2.34 at the level of significance 0.01. Therefore, $1.82 > 0.96 < 2.34$. In other word, $F_{obtained} < F_{table}$ and the test result is homogeny for both classes.

F. Technique of Data Analysis

In analyzing the data, the writer used the score of pre-test and post-test of the students from both of experimental and control classes. In this research, the data were analyzed by using statistical method. The different mean and standard deviation were analyzed by using t-test. The formula is as follows⁴⁰:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

⁴⁰ Hartono, *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), P. 178.

Where:

t_o : The value will be found

M_x : Mean X

M_y : Mean Y

SD_x : Standard Deviation X

SD_y : Standard Deviation Y

N : The number of the students

To identify the level of the effect of using self-monitoring approach to reading and thinking (smart) strategy toward reading comprehension in narrative text of the second year students at SMAN 1 Kampar Utara, it was done by calculating coefficient (r^2) by using the following formula:⁴¹

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

To find out the percentage of coefficient effect (K_p), it was used the following formula:

$$K_p = r^2 \times 100\%$$

⁴¹Riduan. *Rumus dan Data dalam Analisis Statistik*. (Bandung: Alfabeta, 2008), p.125

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The aim of this study was to obtain the effect of using self monitoring approach to reading and thinking Strategy toward Reading Comprehension in narrative text of the Second Year Students at SMAN 1 Kampar Utara. The data of this research were the scores of the students' post-test. Before giving post-test, the researcher gave pre-test to two classes as the samples, to know their reading comprehension before treatment.

The data were obtained by giving post-test to the experiment and control group. The reading comprehension test given by the researcher consisted of six reading text.

B. The Data Presentation (test)

The researcher got the data of this research from students' post-test of control and experimental classes. The data were collected through the following procedures:

1. The students both control and experimental classes got pre-test, by asking them to answer the questions after they read the reading material given.
2. The students of experimental class got treatment, by using Self-Monitoring Approach to Reading and Thinking strategy.
3. The students of control and experimental classes got post test by asking them to answer the questions after they read the reading material given.

4. The students' answer sheets of both classes were collected in order to get the data about their comprehension of narrative text.

The data of the students' score of reading comprehension test were the result of the research presented as follow:

Table IV.1
The Score of the Students' Ability at the Second
Year of SMAN I Kampar Utara

No	Experimental Group		No	Control Group	
	Pre-test	Post-test		Pre-test	Post-test
1	48	64	1	52	64
2	52	60	2	52	52
3	56	60	3	60	60
4	48	56	4	56	64
5	60	80	5	60	60
6	56	76	6	56	68
7	48	72	7	48	64
8	52	56	8	52	56
9	52	64	9	60	64
10	60	80	10	52	56
11	56	76	11	56	60
12	48	56	12	48	56
13	64	80	13	52	56
14	48	68	14	60	68
15	56	76	15	56	60
16	48	68	16	48	56
17	52	68	17	52	60
18	52	68	18	48	52
19	48	60	19	64	72
20	60	76	20	48	56
21	48	64	21	52	72
22	52	72	22	56	60
23	56	72	23	64	56
24	52	64	24	60	64
25	56	76	25	48	56
26	60	72	26	60	60
27	64	80	27	56	60
28	52	72	28	56	72
29	48	60	29	48	56
30	60	76	30	60	68
31	52	68	31	52	56
32	52	72	32	48	52
Total	1716	2192	Total	1740	1920

From the table above, the writer found that the total score of pretest in experimental class is 1716, which the highest score is 64 and the lowest is 48. The total score of pretest in control class is 1740, which the highest score is 64 and the lowest is 48. The total score of posttest in experimental class is 2192, which the highest score is 80 and the lowest is 56. The total score of posttest in control class is 1920, which the highest score is 72 and the lowest is 52.

Table IV.2
The Score of Pre-Test of Experimental Class at the Second
Year of SMAN I Kampar Utara

No	Respondents	Correct Answer	Pre-test Score
1	Student 1	12	48
2	Student 2	13	52
3	Student 3	14	56
4	Student 4	12	48
5	Student 5	15	60
6	Student 6	14	56
7	Student 7	12	48
8	Student 8	13	52
9	Student 9	13	52
10	Student 10	15	60
11	Student 11	14	56
12	Student 12	12	48
13	Student 13	16	64
14	Student 14	12	48
15	Student 15	14	56
16	Student 16	12	48
17	Student 17	13	52
18	Student 18	13	52
19	Student 19	12	48
20	Student 20	15	60
21	Student 21	12	48
22	Student 22	13	52
23	Student 23	14	56
24	Student 24	13	52
25	Student 25	14	56
26	Student 26	15	60
27	Student 27	16	64
28	Student 28	13	52
29	Student 29	12	48
30	Student 30	15	60
31	Student 31	13	52
32	Student 32	13	52
	Total		=1716

From the table above, the writer found that the total score of pretest for experimental class is 1716, which the highest score is 64 and the lowest is 48.

Table IV.3
The Score of Pre-Test of Control Class at the Second
Year of SMAN 1 Kampar Utara

No	Respondents	Correct Answer	Pre-test Score
1	Student 1	13	52
2	Student 2	13	52
3	Student 3	15	60
4	Student 4	14	56
5	Student 5	15	60
6	Student 6	14	56
7	Student 7	12	48
8	Student 8	13	52
9	Student 9	15	60
10	Student 10	13	52
11	Student 11	14	56
12	Student 12	12	48
13	Student 13	13	52
14	Student 14	15	60
15	Student 15	14	56
16	Student 16	12	48
17	Student 17	13	52
18	Student 18	12	48
19	Student 19	16	64
20	Student 20	12	48
21	Student 21	13	52
22	Student 22	14	56
23	Student 23	16	64
24	Student 24	15	60
25	Student 25	12	48
26	Student 26	15	60
27	Student 27	14	56
28	Student 28	14	56
29	Student 29	12	48
30	Student 30	15	60
31	Student 31	13	52
32	Student 32	12	48
	Total		= 1716

From the table above, the writer found that the total score of pretest for control class is 1740, which the highest score is 64 and the lowest is 48.

Table IV. 4
The Score of Post-Test of Experimental Class at the Second
Year of SMAN 1 Kampar Utara

No	Respondents	Correct Answer	Post-test Score
1	Student 1	16	64
2	Student 2	15	60
3	Student 3	15	60
4	Student 4	14	56
5	Student 5	20	80
6	Student 6	19	76
7	Student 7	18	72
8	Student 8	14	56
9	Student 9	16	64
10	Student 10	20	80
11	Student 11	19	76
12	Student 12	14	56
13	Student 13	20	80
14	Student 14	17	68
15	Student 15	19	76
16	Student 16	17	68
17	Student 17	17	68
18	Student 18	17	68
19	Student 19	15	60
20	Student 20	19	76
21	Student 21	16	64
22	Student 22	18	72
23	Student 23	18	72
24	Student 24	16	64
25	Student 25	19	76
26	Student 26	18	72
27	Student 27	20	80
28	Student 28	18	72
29	Student 29	15	60
30	Student 30	19	76
31	Student 31	17	68
32	Student 32	18	72
	Total		=2192

From the table above, the writer found that the total score of posttest for experiment class is 2192, which the highest score is 80 and the lowest is 56.

Table IV.5
The Score of Post-Test Control Class at the Second
Year of SMAN 1 Kampar Utara

No	Respondents	Correct Answer	Post-test Score
1	Student 1	16	64
2	Student 2	13	52
3	Student 3	15	60
4	Student 4	16	64
5	Student 5	15	60
6	Student 6	17	68
7	Student 7	16	64
8	Student 8	14	56
9	Student 9	16	64
10	Student 10	14	56
11	Student 11	15	60
12	Student 12	14	56
13	Student 13	14	56
14	Student 14	17	68
15	Student 15	15	60
16	Student 16	14	56
17	Student 17	15	60
18	Student 18	13	52
19	Student 19	18	72
20	Student 20	14	56
21	Student 21	18	72
22	Student 22	15	60
23	Student 23	14	56
24	Student 24	16	64
25	Student 25	14	56
26	Student 26	15	60
27	Student 27	15	60
28	Student 28	18	72
29	Student 29	14	56
30	Student 30	17	68
31	Student 31	14	56
32	Student 32	13	52
	Total		=1920

From the table above, the writer found that the total score of posttest for control class is 1920, which the highest score is 72 and the lowest is 52.

C. The Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the

writer used the statistical formula to get the mean score (M) and the standard deviation (SD).

1. Students' Reading Comprehension of Narrative Text Taught by Using Three Phase Technique

Table IV.6
The Distribution of Frequency of Students' Pre test
Scores of Control Class

Score	Frequency	Percentage
48	8	25%
52	8	25 %
56	7	21.875%
60	7	21.875%
64	2	6.25%
Total	32	100 %

Based on the table above, it can be seen that there were 8 students who got score 48 (25%), 8 students who got score 52 (25 %), 7 students who got 56 (21.875 %), 7 students who got score 60 (21.875%) and 2 students who got score 64 (6.25). The highest frequency was 8 at the score of 48 and 52. The total frequency was 32.

Table IV.7
The Distribution of Frequency of Students' Post test
Scores of Control Class

Score	Frequency	Percentage
52	3	9.375 %
56	10	31.25 %
60	8	25%
64	5	15.625 %
68	4	9.375%
72	2	6.25
Total	32	100 %

Based on the table above, it can be seen that there were 3 student who got score 52 (9.375%), 10 students who got score 56 (31.25 %), 8 students who got 60 (25%), 5 students who got score 64 (15.625%), 4 students who got score 68 (9.375%) and 2 students who got score 72

(6.25), the highest frequency was 10 at the score of 56. The total frequency was 32.

Table IV.8
Table Mean and Standard Deviation of Control Class

NO	NILAI		X	Y	x2	y2
	Pre-test (X)	Post-Test (Y)				
1	52	64	-1.62	5	2.6244	25
2	52	52	-1.62	-7	2.6244	49
3	60	60	6.38	1	40.7044	1
4	56	64	2.38	5	5.6644	25
5	60	60	6.38	1	40.7044	1
6	56	68	2.38	9	5.6644	81
7	48	64	-5.62	5	31.5844	25
8	52	56	-1.62	-3	2.6244	9
9	60	64	6.38	5	40.7044	25
10	52	56	-1.62	-3	2.6244	9
11	56	60	2.38	1	5.6644	1
12	48	56	-5.62	-3	31.5844	9
13	52	56	-1.62	-3	2.6244	9
14	60	68	6.38	9	40.7044	81
15	56	60	2.38	1	5.6644	1
16	48	56	-5.62	-3	31.5844	9
17	52	60	-1.62	1	2.6244	1
18	48	52	-5.62	-7	31.5844	49
19	64	72	10.38	139	107.7444	169
20	48	56	-5.62	-3	31.5844	9
21	52	72	-1.62	13	2.6244	169
22	56	60	2.38	1	5.6644	1
23	64	56	10.38	-3	107.7444	9
24	60	64	6.38	5	40.7044	25
25	48	56	-5.62	-3	31.5844	9
26	60	60	6.38	1	40.7044	1
27	56	72	2.38	13	5.6644	169
28	56	56	2.38	-3	5.6644	9
29	48	56	-5.62	-3	31.5844	9
30	60	68	6.38	9	40.7044	81
31	52	56	-1.62	-3	2.6244	9
32	48	52	-1.62	-7	31.5844	49
Total	1740	1920			813.7404	1120
Mean	54.375	60				

Based on the table above, the calculation of pre-test of control class we can know that:

$$N = 32$$

$$X = 1740$$

The Mean of pre-test of Control Class (X):

$$M_X = \frac{\sum X}{N}$$

$$M_X = \frac{1740}{32}$$

$$M_X = 54,375$$

Standard deviation (SD_x) of control class (X):

$$SD_x = \frac{\sqrt{\sum x^2}}{N}$$

$$SD_x = \frac{\sqrt{813,7404}}{32}$$

$$SD_x = \sqrt{25,42}$$

$$SD_x = 5,0418$$

Based on the table above, the calculation of post-test of control class we can know that:

$$N = 32$$

$$\sum y = 1920$$

The Mean of post-test of control class (Y):

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1920}{32}$$

$$M_y = 60$$

The standard deviation (SD_y) post-test of control class (Y):

$$SD_y = \frac{\sqrt{\sum y^2}}{N}$$

$$SD_y = \frac{\sqrt{1120}}{32}$$

$$SD_y = \sqrt{35}$$

$$SD_y = 5,916$$

In conclusion, from data above, the mean score of pre-test of control class (M_x) is 54.375 and standard deviation (SD_x) is 5.0418, while the mean score of post-test of experimental class (M_y) is 60 and standard deviation (SD_y) is 5.916.

2. Students' Reading Comprehension of Narrative Text Taught by Using Self-Monitoring Approach to Reading and Thinking (SMART) Strategy

Table IV.9
The Distribution of Frequency of Students' Pre test
Scores of Experimental Class

Score	Frequency	Percentage
48	9	28.125%
52	10	31.25 %
56	6	18.75%
60	5	15.625%
64	2	6.25
Total	32	100 %

Based on the table above, it can be seen that there were 9 students who got score 48 (28.125%), 10 students who got score 52 (31.25 %), 6 students who got 56 (18.75 %), 5 students who got score 60 (15.625%) and 2 students who got score 64 (6.25). The highest frequency was 10 at the score of 52. The total frequency was 32.

Table IV.10
The Distribution of Frequency of Students' Post test
Scores of Experimental Class

Score	Frequency	Percentage
56	3	9.375 %
60	4	11.428 %
64	4	11.428 %
68	5	15.625%
72	6	18.75%
76	6	18.75%
80	4	11.428 %
Total	32	100 %

Based on the table above, it can be seen that there were 3 students who got score 56 (9.375 %), 4 students who got score 60 (11.428 %), 4 students who got 64 (11.428 %), 5 students who got score 68 (15.625%), 6 students who got score 58 (18.75%), 6 students who got score 76 (18.75%) and 4 students who got score 80(11.428 %). The highest frequency was 6 at the score of 72 and 76. The total frequency was 32.

Table IV.11
Table Mean and Standard Deviation of Experimental Class

NO	NILAI		X	Y	x^2	y^2
	Pre-test (X)	Post-Test (Y)				
1	48	64	-4.87	0.13	23.7169	0.0169
2	52	60	-0.87	-3.87	0.7569	14.9769
3	56	60	3.13	-3.87	9.7969	14.9769
4	48	56	-4.87	-7.87	23.7169	61.9369
5	60	80	7.13	16.13	50.8369	260.1769
6	56	76	3.13	12.13	9.7969	147.1369
7	48	72	-4.87	8.13	23.7169	66.0969
8	52	56	-0.87	-3.87	0.7569	14.9769
9	52	64	-0.87	0.13	0.7569	0.0169
10	60	80	7.13	16.13	50.8369	260.1769
11	56	76	3.13	12.13	9.7969	147.1369
12	48	56	-4.87	-7.87	23.7169	61.9369
13	64	80	11.13	4.13	0.7569	260.1769
14	48	56	-4.87	-7.87	23.7169	61.9369
15	56	68	3.13	4.13	9.7969	17.0569
16	48	60	-4.87	-3.87	23.7169	14.9769
17	52	68	-0.87	4.13	0.7569	17.0569
18	52	64	-0.87	0.13	0.7569	0.0169
19	48	60	-4.87	-3.87	23.7169	14.9769
20	60	72	7.13	8.13	50.8369	66.0969
21	48	64	-4.87	0.13	23.7169	0.0169
22	52	60	-0.87	-3.87	0.7569	14.9769
23	56	72	3.13	8.13	9.7969	66.0969
24	52	64	-0.87	0.13	0.7569	0.0169
25	56	68	3.13	4.13	9.7969	17.0569
26	60	72	7.13	8.13	50.8369	66.0969
27	64	80	11.13	0.13	0.7569	260.1769
28	52	56	-0.87	-7.87	0.7569	61.9369
29	48	60	-4.87	-3.87	23.7169	14.9769
30	60	72	7.13	8.13	50.8369	66.0969
31	52	64	-0.87	0.13	0.7569	0.0169
32	52	64	-0.87	0.13	0.7569	0.0169
Total	1716	2192			781.7404	2657.1808
Mean	53.625	68.5				

Based on the table above, the calculation of pre-test of Experimental class we can know that:

$$N = 32$$

$$\Sigma X = 1692$$

The Mean of pre-test of Experimental Class (X)

$$M_x = \frac{\Sigma X}{N}$$

$$M_x = \frac{1692}{32}$$

$$M_x = 53,625$$

Standard deviation (SD_x) of experimental group (X):

$$SD_x = \frac{\sqrt{\Sigma x^2}}{N}$$

$$SD_x = \frac{\sqrt{781,7404}}{32}$$

$$SD_x = \sqrt{24,4293}$$

$$SD_x = 4,94$$

Based on the table above, the calculation of post-test of Experimental class we can know that:

$$N = 32$$

$$\Sigma y = 2192$$

The mean of post-test of experimental group (Y):

$$M_y = \frac{\Sigma y}{N}$$

$$M_y = \frac{2192}{32}$$

$$M_y = 68,5$$

The standard deviation (SD_y) post-test of Experimental group (Y):

$$SD_y = \frac{\sqrt{\sum y^2}}{N}$$

$$SD_y = \frac{\sqrt{2657,1808}}{32}$$

$$SD_y = \sqrt{83,0369}$$

$$SD_y = 9,1124$$

In conclusion, from the data above, the mean score of pre-test of experimental class (M_x) is 53.625 and standard deviation (SD_x) is 4,94, while the mean score of post-test of experimental class (M_y) is 68.5 and standard deviation (SD_y) is 9.1124

3. The Difference of Students' Reading Comprehension of Narrative Text Taught by Using Three Phase Technique and Using self-Monitoring Approach to Reading and Thinking (SMART) Strategy

After finding mean score and standard deviation score, the writer analyzed t-test as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{68,5 - 60}{\sqrt{\left(\frac{9,1124}{\sqrt{32-1}}\right)^2 + \left(\frac{5,916}{\sqrt{32-1}}\right)^2}}$$

$$t_o = \frac{68,5 - 60}{\sqrt{\left(\frac{9,1124}{\sqrt{31}}\right)^2 + \left(\frac{5,916}{\sqrt{31}}\right)^2}}$$

$$t_o = \frac{8,5}{\sqrt{\left(\frac{9,1124}{5,56}\right)^2 + \left(\frac{5,916}{5,56}\right)^2}}$$

$$t_o = \frac{8,5}{\sqrt{(1,638)^2 + (1,064)^2}}$$

$$t_o = \frac{8,5}{\sqrt{2,683 + 1,132}}$$

$$t_o = \frac{8,5}{\sqrt{3,815}}$$

$$t_o = \frac{8,5}{1,9532}$$

$$t_o = 4.35$$

The degree of freedom:

$$df = (N1+N2) - 2$$

$$= (32+32) - 2$$

$$= 62$$

From the data analysis, it can be decided that the result of t test is 4.35. To prove whether there is significant effect of Self-Monitoring Approach to Reading and Thinking Strategy or not, the writer gives interpretation of $t_{\text{observation}}$ (4.35). The degree of freedom is 62. The mark of 62 in t_{table} , at the level of significance of 5 % is 2.00 and level of significance of 1% is 2.65. It can be stated $2.00 < 4.35 > 2.65$. So, $t_{\text{observation}}$ is higher than t_{table} at level significance of 5% and 1%.

In conclusion, teaching reading comprehension in narrative text by implementing Self-Monitoring Approach to Reading and Thinking Strategy at the second year students of SMAN 1 Kampar Utara Kampar Regency is better than implementing three phase technique.

4. The Significant Effect of Using Self-Monitoring Approach to Reading and Thinking (SMART) Strategy in Reading Comprehension of Narrative Text

To identify the level of the effect of using Self-Monitoring approach to Reading and Thinking (SMART) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at SMAN 1 Kampar Utara, it was done by calculating coefficient (r^2) and using the following formula:⁴²

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{4,35}{4,35^2 + 64 - 2}$$

$$r^2 = \frac{18,9225}{18,9225 + 62}$$

$$r^2 = 0,2338$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = r^2 \times 100\%$$

$$K_p = 0,2338 \times 100\%$$

$$K_p = 23,38\%$$

From the result of the percentage of coefficient effect above, it can be seen that self-monitoring approach to reading and thinking (SMART) strategy contributed 23.38% for students' reading comprehension in narrative text.

⁴² Riduan. *Rumus dan Data dalam Analisis Statistik*. (Bandung : Alfabeta, 2008). p.125

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation in the chapter IV, finally, the writer concludes that the answer of the formulation of the problem:

1. Students' reading comprehension in narrative text of the second year students at SMAN1 Kampar Utara Kampar Regency taught by using three phase technique is lower than using self-monitoring approach to reading and thinking (smart) strategy.
2. Students' reading comprehension in narrative text of the second year students at SMAN1 Kampar Utara Kampar Regency taught by using the self-monitoring approach to reading and thinking (smart) strategy is higher than using three phase technique.
3. The mean of students' reading comprehension in narrative text by using three phase technique is different from students' reading comprehension taught by using the self-monitoring approach to reading and thinking (smart) strategy is of the second year students at SMAN1 Kampar Utara Kampar Regency.
4. The self-monitoring approach to reading and thinking (smart) strategy gives significant effect toward students' reading comprehension in narrative text of the second year students at SMAN1 Kampar Utara Kampar Regency. It can be seen from the result of the percentage of coefficient effect.

B. Suggestion.

Based on the result of using Self-Monitoring Approach to Reading and Thinking Strategy toward Reading Comprehension in narrative text of the second year students at SMAN 1 Kampar Utara Kampar Regency, the writer has some suggestion for the students, teacher, and school.

1. Suggestion for Students.

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading itself. The students should read the material more and more. In this case, Self-Monitoring Approach to Reading and Thinking Strategy is an appropriate strategy that can be used by the students in reading material to get comprehension. Self-Monitoring Approach to Reading and Thinking is a strategy that can increase students' reading comprehension.

2. Suggestion for Teacher.

In effort to increase students' reading comprehension, teacher must be smart to select the strategy to be used in comprehending the reading text. Based on the research findings, there is significant effect of self-monitoring Approach to reading and thinking strategy toward students' reading comprehension in narrative text. Thus, teacher can apply this strategy in teaching reading comprehension.

3. Suggestion for School.

School is an institution that has purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process. School should find the students' interest in teaching and learning reading. So, school should have English teacher find the strategy and observe the teacher's activity.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2009. *Dasar – dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara
- Ary, Donald. *Introduction to Research in Education: Third Edition*, New York: Holt, Rineheart and Winston
- Brown, H. Douglas. 1994. *Teaching by Principle: an Interactive Approach to Language Pedagogy*. New Jersey: Prantice Hall
- Buehl, Doug. 2009. *Classroom Strategies for Interactive Learning*. Canada: International Reading Association
- Creswell W Jhon. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Nebraska: University of Nebraska
- Grellet, Frangoise. 1986. *Developing Reading Skill*. Cambridge University Pres: Cambridge
- Hartono. 2008. *Statistik untuk Penelitian*. Yogyakarta : Pustaka Pelajar
- Hasibuan Kalayo and Muhammad Fauzan Anshori. 2007. *Teaching English as Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha
- Hughes, Arthur. 2003. *Testing for Language Teacher; 2nd edition* . Cambridge; Cambridge University
- L. Sejnost, Roberto. 2009. *Tools for Teaching in the Block*. California: SAGE
- Linse T, Caroline. 2005. *Practical English Language Teaching : Young Learners*. New York: McGraw-Hill companies, Inc,
- L R, Gay. 1983. *Education Research Competencies For Analysis & Application. 2nd Edition*. ohio : A Bell Howell Company
- Miriam P. Trehearne & Roz Doctorow. 2011. *Reading Comprehension: Strategies That Work*. http://www.etacuisenaire.com/pdf/miriam/ch2clr3_6.pdf Retrieved on april 05th 2011.
- Moreilon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association

- Mubarok. 2009. *Effect of Pre-Question toward Reading Comprehension of the Second year Students at Integrated Islamic Junior High School Arroyan at Taqwa Pekanbaru*. Pekanbaru: Unpublished.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: Mc Graw Hill, 2003).
- Nuttal, Christine. 1982. *Teaching Reading Skill in a Foreign Language*. New York: Mc Graw Hill Book Company
- Raphael. 2011. *Question and Relationship*: <http://www.readingquest.org/strat/qar.html>. Retrieved 19 july 2006, accesses on march
- Reading and Reasoning beyond the primary grades. http://www.projectcriss.com/pdf_files/3_W95_BUEHLREADING.PDF E. retrieved on march 24, 2012
- Shohamy, Elana. 1985. *A Practical Handbook in Language Testing for the Second Language Teacher*. Israel: Tel-Aviv University.
- Syafi'i. 2007. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. Pekanbaru: LBS
- Tankersley, Karen. 2005. *Literacy Strategies for Grade 4-12: Reinforcing the Threads of Reading*. Alexandria: Association for Supervision and Curriculum Department
- Wahyuni, Endah. 2010. Improving the Ability of the Second Year Students of SMA Muhammadiyah Tembilahan in Comprehending Narrative Text Through Brainstorming Technique. Pekanbaru: Unpublished
- Westwood, Peter. 2008. *What Teacher Needs to Know about Reading and Writing Difficulties*. Canada: ACER Press.
- William, Grabe. 2009. *Reading in Second Language; Moving from Theory to Practice*. Cambridge: Cambridge University Press
- Zulfahmi.2012. Syllabus of SMAN 1 Kampar Utara 2012-2013. Kampar Utara : Unpublished